Implications of English Communication Anxiety on Hospitality Management Students' Work Attitudes in the Hospitality Industry During Internship Programs

Raysa Apriana Firdaus[1], Nabila Ufaira[2], Noliana Oktavia[3], Feri Ferdian[4]
[1,2,3,4] Universitas Negeri Padang

Address: Jl. Prof. Dr. Hamka, Kec. Padang Utara, Kota Padang, Sumatera Barat
Author correspondence: raysaaprianaf@gmail.com

Abstract. Objectives - *This study aims to analyze the effect of anxiety communicating in English on the work attitude of hospitality management students in the hospitality industry during the internship program.*
Methodology - *A quantitative approach was used on 539 hotel management students who had carried out internships in the hotel industry based on a stratified random sampling technique. The sample size researchers took and managed to collect 76 respondents from hotel management students who had carried out internships in the hotel industry. Then the data were analyzed using Partial Least Square Structural Equation Modeling (PLS-SEM).*
Findings - *The results of the study show that the influence of anxiety affects the work attitude of hospitality students while doing internships.*
Originality – *The effect of anxiety in communicating using English makes findings to get various kinds of anxiety faced so that it becomes better learning when communication in English and reduces anxiety. The novelty in this study found that many students still had anxiety in communicating using English during their internships.*

Keywords: *Communication, English, Internship, Occupational Attitudes*

BACKGROUND

English is an effective means of international communication in the workplace and education, English has become one of the important factors driving social and economic development thus, there is a growing demand for English speakers in the job market. Adopted as a medium of communication in various educational and business contexts, English is recognized as a lingua franca (ELF hereafter), which is used by speakers who do not share a first language (Nomnian, 2014; Phumpho &Nomnian,

Learning English is one way to set standards in life. Currently, every news, book, and even magazine has been prepared in English. Some people may feel that it is easy, fun, and important. Thus, they will learn with fun and enthusiasm so that they can be successful in

learning English. However, some of them argue that it is very difficult, boring, and stressful. Some of them have tried so hard to learn and may succeed and the rest may get failure. In Indonesia, English as a foreign language is studied by students from every level of educational institutions, starting from elementary school, junior high school, and high school up to high school and university level.

In response to this, the preliminary research showed that many students felt frustrated, could not remember new words, had difficulty understanding the teacher, and were even nervous about speaking English. Hidayati (2018: 96), language learners report that they are frustrated because they keep forgetting new words, cannot understand the teacher, and are very nervous to speak in front of other people in a target language they cannot master. Some of them said that theoretically, English is easy and fun, but practically it takes more courage and stress. Meireika feels proud and great at learning one of the international languages. However, they feel uncomfortable when the teacher directly asks them to speak or answer questions. Meireika is not sure with several friends at first glance that mastering English is better than Meireika. Also, they are afraid of making mistakes in learning English.

Each student has different psychological conditions for learning English. In learning a second language, students need to hone themselves on the four skills of speaking English, namely speaking, listening, reading, and writing. One of the factors that influence students in learning is feelings of anxiety. Students may have anxiety reactions that interfere with their ability to perform successfully in class. Horwitz in Gumartifa and Saputri (2020: 3) states that anxiety is defined as "a subjective feeling of tension, fear, nervousness, and worry related to the arousal of the autonomic nervous system." Horwitz (1986) in Subeikti (2018: 220) also states that foreign language proficiency is defined as "a different complex of self-perception, beliefs, feelings, and behaviors related to language learning in the classroom that arise from the uniqueness of the language learning process.

In the tourism industry, good and clear English is one of the skills that must be mastered by tourists who come to visit hotels or tourist attractions, not just local tourists. Tourism is a product in the form of service and will be felt when tourists are served by service providers. So to serve and meet the needs of foreign tourists, tourism service providers need to communicate using English, especially in the hotel environment.

English is very important to master because this language is the most widely used in the whole world. English is the mother tongue of more than 400 million people around the world. Millions of people use English every day in social life and at work. English is also a

connecting language used by the international community. When serving foreign tourists, the use of good and correct English will facilitate communication between service providers and these foreign tourists. An internship is work experience provided by an organization within a predetermined period (Goplani et al., 2020). Internships give students better self-confidence and critical thinking skills (Crossman & Clarkei, 2010), make graduates more employable (Di Meiglio et al., 2022) and build stronger university connections with industry (Hodgei et al., 2011).

Internships can be interpreted as work experience undertaken by students in the learning process (Nogueira et al., 2021). Work experience is important to facilitate work because it is based on mastery of knowledge and skills (Tarwiyah & Parma, 2020). The hospitality industry is a labor-intensive industry that requires a large number of employees with knowledge and professional skills (Wein et al., 2018). Prospective hoteliers must have sufficient education and knowledge (Tandra & Thio, 2015). Students who have done the apprenticeship program are expected to gain insight into the actual work environment, as well as exposure to new ideas and trends, and also the opportunity to gain a friendship network with hospitality professionals. , which will be able to pave the way for success in the future (Eil-Dieif & Eil-Dieif, 2019). Many students of the Vocational High School of Meineingah in tourism and students from various universities are interested in doing internships or just looking for experience as a hotelier or tour guide. Before the apprentice hoteliers can deal directly with foreign tourists, they are provided with tour guide materials from professional tour guides who act as guides in the said internship program. If you want to guide foreign tourists, apprentice hoteliers must master at least one foreign language.

Certain situations can trigger anxiety in speaking foreign languages in the process when apprentices use foreign languages, even though anxiety in speaking foreign languages has been considered one of the factors affecting foreign language learning (Sadiq, 2017; Tuppang, 2014; Amanzadeih & Aghajanu, 2017; and Oneim, 2010). The main causes of anxiety in speaking English include the fear of making mistakes in the apprenticeship process using a foreign language, the second is self-assessment, and the third is the lack of preparation by the respondents when they have to speak a foreign language at the internship site.

This research will discuss how the anxiety faced by apprentices after carrying out internship activities at hotels using English. Some of the previous studies related to this matter include Mutiara Chartika Prameiswari 2020, Assessment of Foreign Tourists on the English Language Proficiency of Students, and Interns as Tour Guides at the Prambanan Temple

Tourism Park.

This research describes the anxiety faced by the trainees when carrying out the internship and communicating in English. The five criteria for the aforementioned trainees are as follows: 1) skill in using language, 2) knowledge related to speaking the correct language with foreign tourists, 3) style in telling stories, 4) attitude and behavior, as well as 5) public speaking ability.

The big men appointed by Dwisasongko also coincide with this research, namely wanting to evaluate the performance of tour guides. In contrast, this research focuses more on the English language skills of apprentice tour guides and not fixed tour guides. The big men appointed by Dwisasongko also coincide with this research, namely wanting to evaluate the performance of tour guides. In contrast, this research is more focused on the English language skills of apprentice tour guides and not tour guides. Another research that has been conducted am I Geidei 2020, Analysis of the English Language Needs of Apprentices in Restaurants (Case Study: In the Lovina Region). To obtain the required information, interviews and documentation were conducted.

The information collected is then analyzed descriptively. From this research several similar findings were obtained, (1) the English language skills needed by apprentices are speaking, listening, reviewing, and writing, as well as accuracy and fluency in communication. For the employee level, specialization, and writing skills are prioritized, while for the manager level, reading and writing are preferred. (2) The language functions that appear are the implementation of the SOP, namely welcoming guests, offering menus, serving food, and payment transactions. (3) The language expressions that appear are general utterances in a restaurant, apart from these things, non-verbal communication also has an important role in maintaining service quality. From the research results, further research is needed which discusses the analysis of language needs in more detail as well as a wider scope.

Another research conducted is Ni Luh Manda Wulandari's 2020 Analysis of the Needs of English for Waiters in 5-Star Hotels in Bali, the functions and expressions needed as waiters/ss. This research is a qualitative descriptive study. The methods used in obtaining the required information are interviews and documentation, where the subject in this study is asst. F&B Service Manager, Restaurant Manager, Supervisor, and Restaurant Staff at 5 Star Hotels in Bali. The results of this study indicate that (1) Speaking & listening skills are the main points that must be mastered by a waiter, and grammatical accuracy and fluency in communication also have an equally important role, (2) The expressions of the language used

to adapt to the function of the language used. has been determined based on the implementation of the Sequence of Service (SOS) in the restaurant. From the results of this study, it may be necessary to carry out further research regarding the analysis of the needs of English Waiters in a broader scope. Based on the findings made, it can be identified that many of the effects of anxiety that occur are related to communicating in English. Even though there are still some hospitality industries that do not require the use of English in every communication, hospitality students should have mastered English, not only for internship purposes.

To fill this gap, the researcher decided to conduct research based on the effect of anxiety on the work attitude of hospitality management students with special students who are currently and have done internships. In this study, researchers consider hotel management students who are carrying out internships using communication English especially students who carry out internships in industries that require the use of English. Based on the findings of this study lead to a better understanding of the effect of communicating in English during the internship. Every student needs to be proficient in English while working or doing an internship, what kind of anxiety should students avoid, what kind of English they must understand when communicating, and what kind of work must use English Besides that, hospitality students must also be able to get rid of anxiety in speaking English with guests or tourists who come either domestically or abroad. A description of the internship's English communication about students experiencing anxiety, which students will understand, will make this process easier for hoteliers.

THEORETICAL STUDY

Anxiety

Anxiety is a part of living conditions (Nelson-Jones, 1995:138), meaning that anxiety exists in everyone. According to Barlow (2002: 38: 39), anxiety is related to self-concept or personality, this trait or trait refers to a disposition to act with interest with some consistency from time to time or across situations.

Lang, 1969 (in Powell and Engright, 1990: 22-23) reveals that anxiety may be explained in the form of thoughts, such as "I'm afraid", physical sensations or feelings such as nervousness, sweating, tension, or behavioral expressions such as avoiding something. the situation, run/go. Different individuals in the state of anxiety will vary in terms of the spoken system. Izard, 1977 (in Barlow, 2002: 41-42) expressed his view that anxiety is a mixture of

several emotions, even though fear is dominant in that mix. The most common basic emotions considered to be combined with fear to compose anxiety include distress/sadness, anger, shame, guilt, and interest/excitement. Moreover, anxiety, in Izard's view, can be assumed to be a different mixture across situations and times, for example within a person; fear, distress, and anger are the so-called mixtures as "anxiety" with the individual.

In other instances, guilt and shame are combined with fear. Naturally, such a combination makes it difficult to express anxiety precisely. Nevertheless, anxiety is considered a mixture of basic, innate emotions, each modified by learning and experience. Individuals can learn to relate independent emotional traits such as fear to a large number of theoretical and situational factors, including the balance of others associated with emotion. Other feelings of anxiety can also be a feeling of restlessness (restlessness is not being loved), worry (worrying is fear (anxiety, anxiety)) of something that is not yet known with certainty), nervousness (anxiety is a feeling of unrest, confusion, and anxiety- geisha), and Geilisah (anxiety is a condition when you find it difficult to feel calm both physically and mentally).Attitude

Attitudes affect behavior through a process of making decisions that are rigorous and reasonable and have the following effects: 1) Behavior is not much determined by general attitudes but by specific attitudes towards something. 2) Behavior is influenced not only by attitudes but also by subjective norms, namely our beliefs about what other people want us to do. 3) Attitudes towards a behavior along with subjective norms form an intention or intention to behave in a certain way.

Specific attitudes that can affect behavior are social attitudes that are expressed by repeating the same activities or more commonly called habits, motives are encouragement, desire and desire that originates from within, values are subjective norms as well as driving forces. and the power of transfer is in the form of advice or counseling and information. When a person is worried, he will show a certain attitude, such as being nervous, can not speak clearly and other things.

Attitude is all actions and actions that are based on the convictions and beliefs that are owned. Attitude is an equivalent statement of everything, it can be in the form of objects, people or events. Attitude reflects a person's feelings towards something. Attitude has three main components, namely awareness, feelings, and behavior. Attitudes to work communicating in English, Learning English improves communication skills and opens opportunities to communicate with many people. You can also negotiate and make

advances more fluently, as well as build a wider network of connections, so that business opportunities will be more easily grasped. The next important reason for learning English is career advancement. By being fluent in English, certain careers will be able to increase more than those who don't. The reason is, you have more skills in communicating using English so that your career can become more successful.

Foreign Language

Language is a medium for balancing the human mind, especially in expressing the reality of everything. Alwasilah (2008: 4) says that language is a tool for conveying thoughts about facts and realities which are represented through sound symbols. Language and thought have a reciprocal relationship, meaning that the form of language used will be influenced by the human mind, on the other hand, language can influence the way people think because language 'stands for' culture. That is why a language like English is needed. First, most science and technology in any field is written in English or other foreign languages, so mastery of English or other foreign languages will pave the way for the Indonesian people to achieve a balance of science, or spread a balanced science in Indonesia. Second, today's modern society has become a world society that is no longer bound by distance or time thanks to advances in information technology and transportation. The world community is balanced to become a global society without boundaries. Mastery of a foreign language will be the door so that the Indonesian people can interact in a global society. This aspect of globalization is one of the reasons why English and other foreign languages need to be taught in schools.

RESEARCH METHODS

This research uses quantitative descriptive methods to identify the relationship between anxiety in communicating using English and the work attitude of students who have carried out internships. The research population is hotel management students of 2019, 2020, and 2021 batches who have carried out internships. A stratified random sampling technique was used to select the sample. For a population of 539 people, we took 76 samples for our research. We calculated the sample collection using the Slovin formula according to the sample formula with a known population.

Part A consists of questions related to the demographic characteristics of the respondent such as name, age, and class of students, but does not include gender, marital status, level of education, monthly income, and purpose of visit which is collected to protect the respondent's privacy. These questions helped to get a simple overview of the sample.

Part B of the questionnaire is to capture what anxious behavior I usually occur when communicating in English. Part C contains the effect of anxiety on the work attitude of students during internships. Accordingly, respondents were asked to indicate their level of agreement with their intentions on a five-point Likert scale from Strongly Agree (SA) to Strongly Disagree (SD) (Kousis, 2000). Descriptive statistical methods have been used to analyze the information collected and the studies conducted quantitatively. Partial Leiast Squares Structural Equation Modeling (PLS-SEiM) software was used to analyze the responses. The data has been evaluated using descriptive techniques such as frequency analysis, graphs, cross-sectional studies, and charts. The Cronbach's Alpha value was calculated to test the reliability of the internal consistency of the instrument. The reliability coefficient as the Cronbach's Alpha coefficient shows the average correlation between items included under a variable. To produce reliability on the instrument, the coefficient value of Cronbach's Alpha must be equal to or greater than 0.7. For this study, the value of Cronbach's alpha independent variable was 0.94 and that of the dependent variable was 0.95. Because all scores were greater than 0.7, the questionnaire was considered reliable.

RESULTS AND DISCUSSION

1. Measurement Models

Figure 1. The reflective measurement model is evaluated by internal consistency and indicator reliability, as well as convergence and discriminant validity (Sarsteidt et al., 2014). This was done using composite reliability (CR), Aveiragei Variance Eixtracteid (AVEi), and Cronbach Alpha values. Figure 1 and Table 1 show the results of the reflective measurement model, including outer loading, indicator reliability, composite reliability, AVEi score, and Cronbach Alpha value.
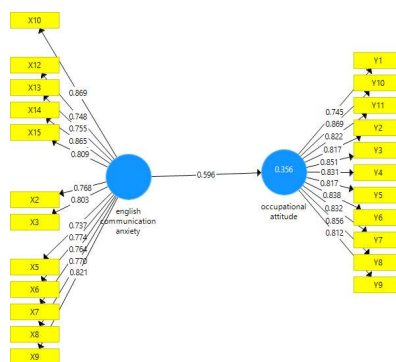
Gambar 1. Measurement Models

Figure 1 above illustrates a summary of the research measurement model. Values in the

measurement model can be received with outward loading above 0.70. In this section, a measurement model is given to examine the implications of anxiety in using English on the work attitudes of anajeimein hospitality students.

Table 1. Revlektive Measurement Model

	Cronbach's Alpha	Rho_A	Composite Reliability	(AVE)
English Communication Anxiety	0,946	0,9 49	0,9 52	0,6 26
Occupational Attitude	0,954	0,9 60	0,9 60	0,6 84

Table 1 shows that English communication anxiety and occupational attitude have Cronbach's Alpha values of 0.946 and 0.954, respectively. The composite reliability value of English communication anxiety is 0.949 and occupational attitude is 0.960. This shows that internal consistency reliability is accepted because Cronbach's Alpha values and composite reliability are above 0.70. In addition, the loading of all items can be received into each factor, verifying the reliability of the indicator. The measurement model that collects response data has sufficient convergence validity based on the AVEi value. This includes English communication anxiety compensation of 0.626 and occupational attitude of 0.684 above the minimum requirement of 0.50.

The final stage of evaluating the measurement model is to assess discriminant validity by using the Heiteirotrait-Monotrait Ratio of Correlation (HTMT) analysis. Table 2 shows that the HTMT value does not have discriminant validity problems (HTMT <0.85 criterion) implying that the criterion does not identify collinearity problems between latent constructs.

Tabeil 2. Peinilaian HTMT

	English Communication Anxiety	Occupational Attitude
English Communication Anxiety		
Occupational Attitude	0,596	

2. Structural Models

The second evaluation in PLS-SEiM analysis is structural modeling or path analysis following hypotheses. This study aims to find out the implications of English communication anxiety on the work attitude of hotel management students in the hospitality industry during the internship program. Table 3 reports the structural model with path coefficients, T-statistics, and hypothetical significance level (Bootstrapping results). Path

coefficients can be accepted when their significance is at least 95% of the level of confidence. The output of the path analysis (Table 3) shows that all hypotheses are accepted.

Tabel 3. R square

	R Square	R Square Adjusted
Occupational Attitude	0,356	0,347

The R squire is referred to as the reiteration coefficient which describes how far the independent data can be explained by the independent data. The R squire has a value between 0-1 with certainty, the more close to one, the better. (Hair et al. 2011) stated that the r squeirei value of 0.75 was included in the strong category, the r squeirei value of 0.50 was included in the moderate category and the r squeirei value of 0.25 was included in the weak category. From Table 3 above it can be seen that the value of r squire is included in the moderate category, so it can be concluded that the occupational attitude variable is 35.6% by the English communication anxiety variable.

3. **Hypothesis test**

Table 4. Hypothesis Results

D	Stdev	T Statistics	P Values
Englaish Comrmunication Anxᵢiety -> Occupational Attithude	0,071	8,436	**0,000**

The results of table 4 above can be concluded that the English communication variable has a positive and significant effect on the occupational attitude variable. The t-statistic value for this variable is 8.436, which is greater than the t-table of 1.96. Communication skill using the English language has been found to have a significant relationship with work attitudes during internships. In this research, communication skill using English has a very big influence on the work attitude of hotelier students when carrying out internships in industry. Based on the statement above, communication anxiety using English has an influence and is accepted as having a significant relationship with work attitudes during apprenticeships.

CONCLUSIONS AND RECOMMENDATIONS

The overall findings show that communication in English has an impact on the work attitude of hotel management students when carrying out internships. Communication using English creates a sense of anxiety for students when carrying out internships, anxiety

including feelings of restlessness, nervousness, anxiety, and worry, so that students who do internships are unable to complete assignments that have a relationship with communicating in English due to a lack of ability to use English, such as a lack of mastery of vocabulary, work competency affects the work engagement of graduates in English, makes it difficult to translate Indonesian into English as well as difficult to communicate with foreign guests.

The results of the study showed that there was an effect on students' work attitudes when communicating in English ($\ddot{y}$=0.613 and t=8.436, p <0.01), supporting the hypothesis. This shows that the implications of communication anxiety using English on the work attitudes of managerial management students during internships. Mastery of English for an employee is very important in the world of hospitality, especially in the F&B department of Seirvicei. A waitress at a hotel who is also a tourism person has become a necessity for a waitress to be able to speak a foreign language let alone speak English.

Ability to speak English during an internship is not something new to hear, but this anxiety can be eliminated. Therefore, hotel management students are required to be able to master English with confidence and be able to apply it when carrying out internships and outside of internships. This research is limited, therefore, further research is needed to increase the skill of communicating in English and doing internships in other industries.

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